Syllabus – Latin III/IV Honors



I. Purpose

The purpose of this course is to finish learning the grammar structure of Latin and practice the foundational principals for reading and writing Latin. If completed fully, by the end of the year students will be able to succeed in college level, AP Latin if they so choose. It follows upon the first years and will prepare all students by reading Latin passages that are “real” or slightly adapted. The benefits of learning Latin – despite being a dead language – will be quite familiar to the students but will be intentionally revisited through derivative work, Socratic seminars, projects and collaborative work.

In this course we will complete the complex grammar topics of Latin as they appear in natural Latin texts but students will also have the pleasure of reading 'real' Latin with proper scaffolding such as Ovid, Cicero, Catullus (and perhaps others if time allows). There will be an emphasis on reading for comprehension through knowledge of the language but we will not eschew engaging with the big questions and cultural topics which naturally arise in such readings (see section II below). Topics which the student can expect include the following (list not exhaustive):

* General Linguistics – Morphology, syntax, semantics, affixes
* Latin Grammar – Indirect speech, conditional (“if”) statements, impersonal verbs, gerunds and gerundives, and relative subjunctive clauses
* Vocabulary and Etymology – root words throughout all vocabulary
* Major personalities – Octavian, Ovid, Cicero, Caesar, Horace, Homer, et al.
* History & Literature – Roman poetry, Law & Government, The Fall of the Republic, Major battles in Roman History, The Emperors of Rome
* Geography

II. Essential Questions

As thinking people, we must not be afraid to ask the big questions in life. We will be exploring these (and more) this year:

* What makes a life worth living?
* What is the nature of power?
* How does my background knowledge of Latin help me read?

III. Textbook and Grading

Textbook: We will mostly use *Wheelock's Latin Grammar* and sometimes the Oxford Latin Course, part III (the “blue book”). The rough outline of the course follows the natural track of advanced grammar topics, with many extra texts and materials provided by the teacher. The student does not need to acquire or carry either textbook.

Balance of Work and Grading Percentage Categories

Classwork & Participation 15%

Homework 15%

Quizzes 25%

Tests 30%

Projects 15%

III. Behavior Policy, Homework

I believe that every person needs to be respected and loved, and learning can only happen when people feel they are being treated fairly, with respect, and straightforwardly. I am a teacher that is explicit and clear with instructions and expectations because everyone deserves this. As your teacher, I am not here to trick or confuse you and will never do so. I am here as your guide and educator – I will give you the respect that you deserve and reward good behavior, I expect the same from you.

For these reasons, I follow a progressive discipline format in close, hourly contact with the deans of students at WLPCS.

Homework & Projects:

From the WLPCS Handbook:

The point of daily homework is to advance a student’s learning through independent practice and/or exploration. Homework and classwork are often intertwined and homework provides the catalyst for a day’s lesson. I will therefore not accept late homework; students who turn in completed homework on the day it is due (the degree of completion being the province of the teacher) will receive full credit; students who fail to turn in homework on the day it is due will not receive any credit for that daily assignment. Individual teachers will grant exceptions to this policy for illness, significant family events, or anything else a teacher deems worthy of exception.

For each day absent, you have one day to make up a missed quizzes. All tests are announced at least one week in advance. As such, if you miss the day before the test, you are still expected to take the test with the class.

At Washington Latin, we have the pleasure to expect and demand a high level of academically rigorous work, you can thusly expect homework every day.

Long-Term Projects:

Because we take seriously our responsibility to teach students how to manage their time and plan for a long term project, we take a different approach with anything that requires more than one or two days to complete. Students who complete a long-term

project are eligible to receive full credit; students who hand in a long-term project one day late can receive no better than a B, and students who turn in a long-term project two days late can receive no better than a C. At the end of the two-day period, I may decide to give students partial credit for the work they have done on a project or may decide to give a student a failing grade. I will determine any exceptions for illness, etc.

ALL WLPCS RULES AND REGULATIONS APPLY.



IV. Supply list

Students must be prepared in class with the following:

* 3x5 index cards (flashcards) with rubber bands/clips to hold the flashcards together.
* 1 Single-subject Composition or spiral notebook dedicated for Latin
* Pens and pencils
* 1 folder for class notes, handouts, homework, quizzes & tests, and culture-project work.

\*\*N.B. – The teacher reserves the right to change or amend this syllabus at any appropriate time.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_Sign this page, detach and return:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I confirm that I have seen and discussed the syllabus with my student.

Parent/Guardian signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

The best way to contact me is (email / phone): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In the space below tell me one great thing about your student that he/she would probably never share:

Any other comments or things you think I should know, please feel free to write below or on the back of this sheet!